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Curriculum Ideas for Teachers

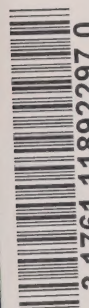
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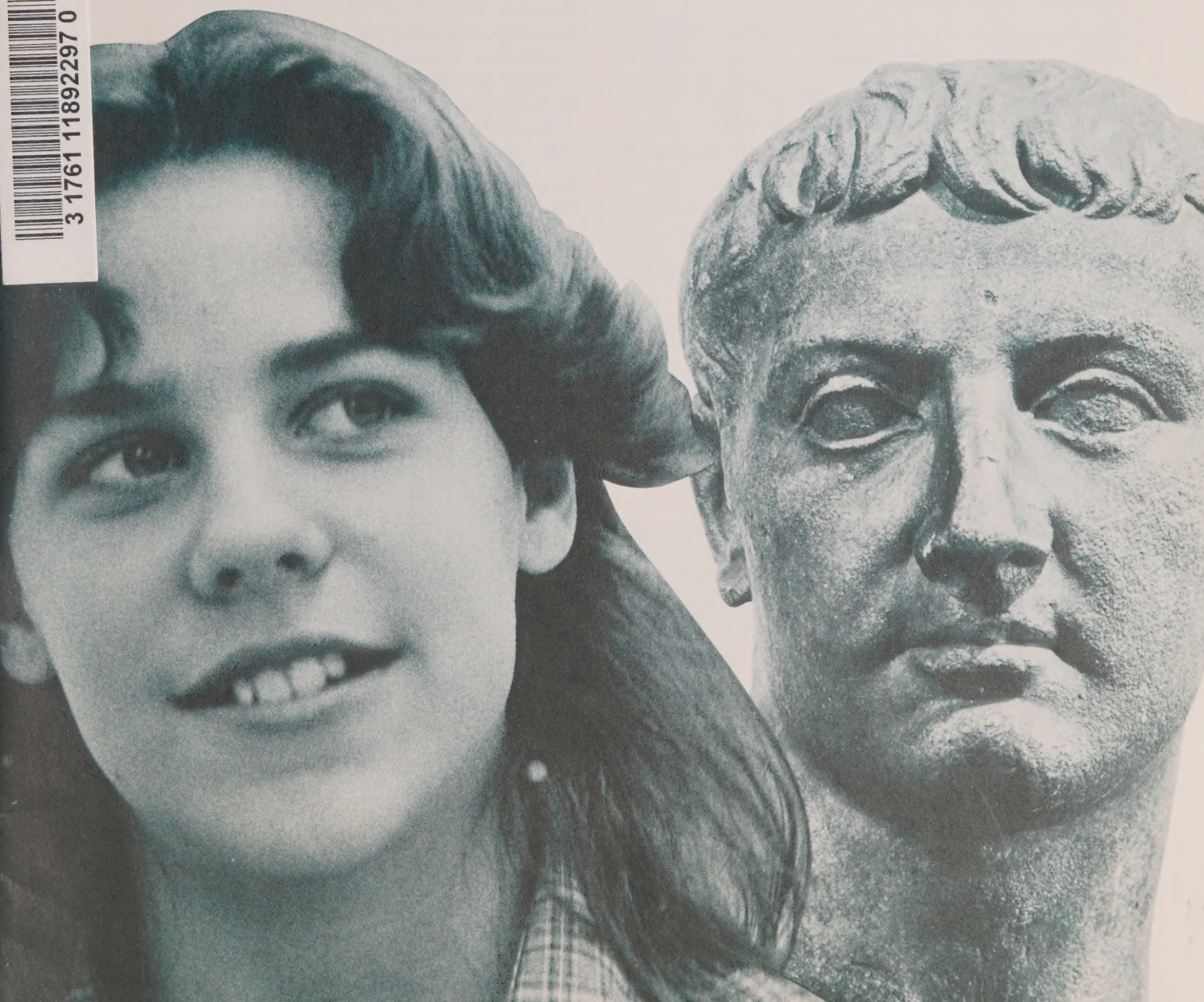
Intermediate
and Senior
Divisions

Planning and Implementing Classical Civilizations Courses

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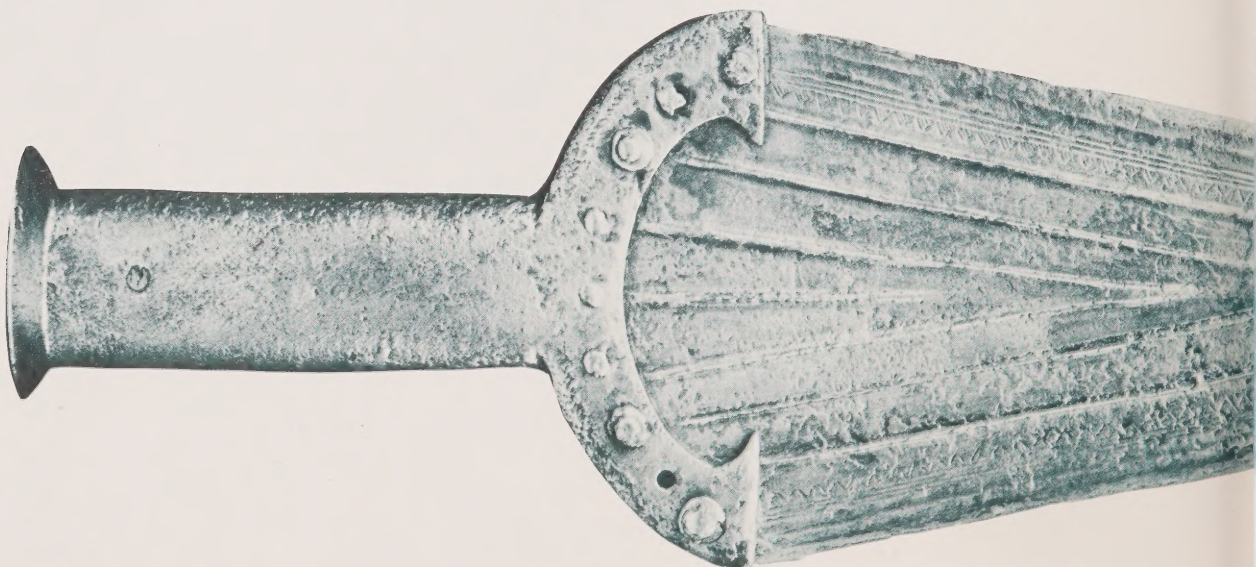
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Roman spearhead

Introduction

This document was designed to offer practical assistance to teachers in the tasks of revising present courses or designing new ones to meet the interests and needs of their students. It was developed primarily to assist teachers at both the elementary and secondary school levels in planning and implementing courses or units in classical civilizations on the basis of the Ministry of Education guideline *Classical Studies, Intermediate and Senior Divisions, 1976*.

In recent years, innovative "non-language" courses in classical studies have sprung up in many schools and universities. Enrolment in these courses sometimes exceeds 100 students per annum at secondary schools and 1000 per annum at universities. It is the process of planning such courses as these in the elementary and secondary schools that forms the general subject of this document.

Specifically, this document seeks to demonstrate that, with an awareness of procedure and purpose, a teacher interested in classical studies can construct and present a "non-language" curriculum component within the framework of the classical studies guideline without previous experience in curriculum development.

At the same time, it is anticipated that, although many of the examples used are related specifically to classical studies, teachers in other disciplines will find many helpful suggestions in this document that can be adapted for use in their particular subject fields.

This document presents a positive plan of action. It should help to overcome the difficulties associated with lengthy preparation, consultation with colleagues, limited resources, and budget and time constraints. The governing principle of this plan is the division of the large task into a number of smaller tasks, which may then be approached in turn.

Initial Procedures

Consulting the Principal

The teacher or department head who has decided that a projected course in classical civilizations can be justified might be well advised to approach the principal at an early stage with a brief, general outline, oral or written, of the nature of the course. During this initial consultation the principal, with his or her knowledge of the school's programs and resources, will be in a position to advise the teacher whether he or she should proceed with the demanding task of producing a fully developed course of study.

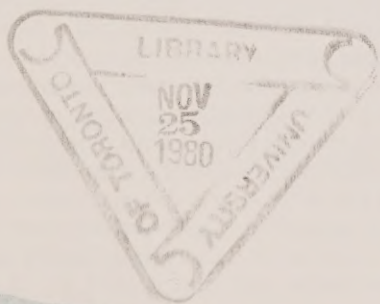
Normally, the designing of the course must begin, at the latest, during the fall term, if the teacher expects to have the course ready to present for inclusion in the option lists for the following September. The principal will be able to advise the teacher on this deadline.

A course that is presented for approval to a principal will stand the greatest chance for acceptance if: (a) it is clearly and logically conceived; (b) it is clearly, comprehensively, and convincingly described in a detailed course outline; (c) it is accompanied by a detailed budget of anticipated expenses, which it both explains and defends; (d) it meets a need in the school program that is not currently being met by some other course.

Selecting a Course

Assuming that the principal has given at least tentative approval for the course, the teacher, if he or she has not already done so, must carefully determine the main thrust of the course. In doing this, the planner should consider the following eleven questions:

1. What area or areas of classical studies will have the most to offer the students of the particular school concerned? For example, a secondary school offering a comprehensive course in ancient history at the Year 3 level may not need a similar course taught under the aegis of the classics department. Before suggesting a course, the teacher should study carefully the options listed in the school calendar or curriculum handbook. A technical school, for example, might welcome a course or unit on ancient technology, inventions, and the scientific method of the Ionians as an opportunity to add an additional dimension to the technical student's experiences. Such a course would be a response to the needs and abilities of these particular students. Again, a unit on ancient music and instruments could encourage the talent and interest of students who enjoy music as an important aspect of their personal or social lives. There is scarcely an area of modern life that cannot gain illumination and depth from a comparison with its ancient Greek and Italian equivalents.
2. What particular talents and interests of the teacher can be exploited in the course content and methodology? For example, a teacher who has some interest in athletics may be able to assemble and present very effectively a course unit on the ancient athletic festivals or on sport and recreation in the private life of ancient peoples. A teacher with a strong personal interest in art will probably have the ability to prepare an effective unit on ancient art or artists. A teacher's chief interests and abilities will suggest areas like these where the most effective contact with students is likely to occur.



3. Does the community offer resources that could affect the selection of a topic for a unit or course? Students in rural and working-class areas might welcome a program that is made relevant by comparisons and reinforcement drawn from their own environment. Thus, a course unit on ancient farming methods or ancient crafts might prove useful and interesting. Students in a city school will be interested in how the ancients used their cities as people places, how they dealt with problems of urban expansion and renewal, and what roles the government and the populace each assumed. Students in towns and cities might take an interest in a component on ancient buildings, such as that suggested on pages 12 and 13 of *Classical Studies, Intermediate and Senior Divisions, 1976*. Students whose community provides for a considerable amount of out-of-doors recreation might enjoy learning about how the ancients spent their free time, and about the ancient tourist trade and inns. A nearby archaeological site, museum, or art gallery might offer material resources and staff of incomparable value for student and teacher research.

4. With what course or courses already in the school calendar might the new course overlap to any degree? The classical studies guideline (page 7) indicates that overlapping in itself is not necessarily bad. However, this is a delicate area and one in which both time and effort can be wasted. For example, when a teacher of classical studies suspects that a course being planned in the school may end up looking very much like an ancient history course, the teacher should consider carefully what contribution he or she can make to the course from the perspective of the classicist. It may be advisable to approach the head or chairperson responsible for the history program in the school to obtain a copy of the course outline of any potentially overlapping course. In this way, the classical studies course can be designed to avoid duplicating the features of the existing history course and to provide for aspects of classical studies that are lacking in the existing course. When a decision to allow any overlapping has been made, it might be wise to discuss it with the principal, explaining the reasons for the overlapping and its extent, and acquiring administrative approval for it. It would be a pity to plan a whole course only to have board officials veto it because, in their opinion, it duplicated too much of the content already found in an existing course. Section 7 of this brochure deals with this problem in greater detail and suggests some criteria to use when deciding whether or not overlapping of course content is justifiable in specific instances.

5. What existing resources in the school or department could be used during the first year or two of the new course? The budget for classical studies is not normally large; until a new course has run for a few years, the school principal may not be able to decide whether enrolment trends will justify apportioning funds to it in excess of the usual amounts spent on operating a classical studies language course. On the other hand, it would be advisable to ascertain whether a "capital fund" could be released from the total school budget to help finance the start-up costs of a new course. In some areas, the principal will be the only official to consult on this question; in some large metropolitan areas co-ordinators or consultants may be able to find extra start-up funds in budgets outside the school itself. Further, through inquiry the planner may discover resources in other schools or board facilities that may be used in the presentation of new courses.

6. Can other personnel be pressed into service either for the planning or for the implementation of a new course? As the idea for a new course takes shape, it may become apparent that material assistance may be forthcoming from teachers in other subject areas of the same school. The existence of such a contribution should be considered in the process of designing the course, planning evaluation techniques, determining the resources required, and establishing a timeline.

7. If the new course is to be taught to Honour Graduation-level students, will it act as a link to first-year university courses? For example, it is possible to design an Honour Graduation-level course in ancient philosophers that achieves its own objectives as a study of some principal philosophers and does not duplicate or compete or conflict with first-year courses in humanities and philosophy at a neighbouring university, while at the same time giving those who take it the assurance that they are informed students of the humanities.

8. Can the course be selected so as to complement, but not duplicate, language courses being taught in the classical studies program of the school? Or would it be better, under current conditions in the school, to select course units that contrast with the material covered in the language courses?

9. Would the teacher consider designing a language *and* a non-language component (each a part of separate courses) that would enable students capable of using primary materials in the original tongue to pool their talents, abilities, interests, and resources with those of students using only translations of primary and secondary source materials? Such a plan would offer students a rare opportunity for teamwork.

10. Do the material, content, and activities of the planned course correspond reasonably with the expected level of intellectual and moral maturity of the students to whom the course is directed? The teacher should use his or her professional sense and knowledge of the needs and abilities of different age levels when selecting course themes and learning materials for the students. None the less, the teacher will also want to remember that many themes can be handled successfully at several different age levels, provided that suitable adjustments are made in aims, objectives, course design, resources used, methodology, and evaluative techniques. Such flexibility is quite conceivable for courses or units based on archaeology, the Olympic games, buildings in Athens and Rome, and interdisciplinary studies, as suggested in the classical studies guideline, pages 9, 10, 12, 13, and 14.

11. Can the feeder schools be asked to help? The teacher may find that a planned area of study has been anticipated in the curriculum at a lower level in the school system. There might thus be an unnecessary overlap of course content and activities. Teachers in the feeder schools may be able to offer advice on the interests of their graduating students and to recommend areas in which work at a higher level would be of value to them, either as amplification or as new work.

Advantages of a Clear Course Outline

- A clear course outline allows the teacher to assess the nature and extent of the task at any given stage. Several teachers teaching the same course thus have a common standard that each can follow in his or her own way.
- The outline provides a mechanism for assessing the effectiveness of content and methodology in achieving the established objectives.
- It allows the principal to maintain a balanced and adequate curriculum, because it allows him or her to become aware of the complete course at a glance and thus detect any overlap with other courses being offered in the school.
- It provides supervisory officers with a clear statement of what they may expect to find happening in the classrooms under their charge.
- It can provide parents with a full and unequivocal statement of what the student is learning in school.

Flexibility — An Essential Characteristic

Course outlines must allow teachers to use their professional judgement in the following areas: creating lesson plans, testing student achievement, allotting time for segments of the course, timing and using resources, making opportune digressions, changing pace or direction, etc.

Consultation — The Normal Process

The teacher who is planning a new course or course component should be aware of the advantages of consulting with the school principal, with the department head, with colleagues, with the school board's consulting staff, and with supervisory personnel.

Components of a Course Outline

No course outline can be complete without the following components:

- an adequate name for the course
- the basis for the course-authorization
- information about the level at which the course is to be offered
- a clear rationale for the course
- a clear aim for the course
- specific objectives for the course
- specific references to the media and materials to be used
- time allotments for each step within the program
- evaluation procedures proposed for the course, the teacher, and the student

An Adequate Name for the Course

Three or four well-chosen words should identify the complete nature of the course. For example, "Classics in Translation" would not contain a unit on ancient alphabets.

Authorization for the Course

The Ministry guideline on which the course is based should be clearly identified. Any experimental course that would go beyond the guideline objectives should be clearly identified as such.

Level and Target Population

It must be clearly stated whether the course is offered at the general, advanced, or enriched level. An indication of the target population is also advisable (see the next paragraph). The following is an example of an entry in a course outline.

Classics in Translation

This course, offered at the advanced level, is designed particularly for late Intermediate and Senior Division students who are interested in reading. Such students need not be gifted in classical language ability; no translating of materials is involved. The course is worth one credit towards the Secondary School Graduation Diploma. It is authorized by Part B of the Ministry of Education guideline Classical Studies, Intermediate and Senior Divisions, 1976.

A Clear Rationale for the Course

The task of drafting a clear rationale may be undertaken in two stages. The first stage consists of establishing the "target population" for a new course. For example, if the school features a strong visual arts program, then a course or a course component dealing with the arts of antiquity might be of interest to a significant number of students. Likewise, if students are attracted to subjects dealing with modern technology (the trades, crafts, data processing, sciences), then a course component dealing with ancient technology may well attract a full class of students. A course or course component based on ancient literature in translation might also attract many students. If the school's neighbourhood supports an annual school theatrical production, perhaps a course in ancient drama (tragedy, comedy, satyr-play, dialogue) would be of interest to the school's population. A school whose students represent many religious backgrounds might offer a course in ancient religions. Thus, it is evident that there are many possibilities for developing courses and course components in this area.

The second stage of drafting a course rationale consists of making a clear, explicit statement explaining why such a course is being offered. It is not enough to state a broad conviction that every young person has something to gain from studying the course. The exact reasons why the course deserves to be included in the school's list of option-offerings must also be stated in a sentence or two.

It may be useful for a teacher planning a new course under Part B of the classical studies guideline to observe the following two examples of actual course rationales.

Example 1 may be considered inadequate because it is too vague; such a statement will not convince a principal or superintendent that the planned course is worth the cost entailed in teacher-time and money. Example 2 is a much more meaningful statement of the course's rationale.

Example 1 (Year 1, Classical Myths). This course adds a mythology component to the school curriculum.

Example 2 (Year 4, Classical Civilizations). Based on particular incidents from Roman and Greek history, this course will give students a perspective on much of the cultural legacy of the Western world so that they do not grow into adulthood ignorant of some of humanity's classical struggles and triumphs.

A Clear Aim for the Course

One aim might be identified for the whole course, while distinctive objectives might be developed for each segment of the course. Vague terms that are open to a variety of interpretations should be avoided. The following is an example: "The aim of this course is to give students an appreciation of ancient literature." A more explicit aim could be written as follows: "This course aims to challenge students to identify, study, evaluate, and compare with modern experience selected primary data on the societies of classical antiquity, concentrating on the impact of the physical environment and on the legacy of intellectual innovation and art forms."

The aim established for one course should be unique for that course. Similar aims may be established for similar types of courses; however, each course should reflect the particular skills of the students involved (both the skills required and the skills developed), the modes of learning to be used, the emphases adopted, the nature of the materials employed, and the teacher's expectations. All such differences will be reflected in the rationale or in the course design.

Specific Objectives for the Course

The course objectives are the benefits that the planner expects the students to derive from the course. Objectives are sometimes described in terms of skills to be acquired. These may be defined as follows:

- 1. *cognitive skills*: related to the acquisition and use of knowledge; thinking ability is involved;
- 2. *affective skills*: related to views, values, attitudes, motivations; values assessment and an examination of the reasons behind individual preferences are involved;
- 3. *psychomotor skills*: related to behaviour and activities, such as listening, speaking, writing, viewing, building, researching, showing.

The objectives for any course should encompass all three types of skills. The age of the students, however, will determine the type of activity related to each skill that might be undertaken. Patterns of emphasis could vary in the ways shown in the following chart:

Activities for

Younger Students

Older Students

	<i>Psychomotor Skills</i>	<i>Affective Skills</i>	<i>Cognitive Skills</i>
	<ul style="list-style-type: none">– Making and using masks or costumes– Constructing models and model towns– Drawing plans, pictures– Controlling posture and nervous reactions when standing or sitting in front of a group <i>in a formal situation</i>	<ul style="list-style-type: none">– Acting out tragic or comic situations– Acting out roles, short plays– Evidence of affective reaction	<ul style="list-style-type: none">– Reasoning – different types of reasoning– Evidence of cognitive reactions– Composing a play, oral reporting– Seminar discussion abilities

Older Students

Most student activities involve more than one of these three types of skills. Consequently, a stated objective may well end up implying a far more complex interrelationship of skills and methodology than might be apparent at first glance.

It is evident that the composing of a list of objectives will be a challenging task for the planning teacher. It will probably be desirable to revise the list after the course has been presented for a year or two. Careful attention to this task will produce a useful set of guidelines for directing the development of the planning process itself.

The following set of objectives was composed for a general course in classics in translation:

If implemented according to design, this course should provide opportunities for students:

- to encounter writings from classical antiquity in such a manner that they develop a feeling of familiarity and ease with the time period, the authors' names, the genres, and those literary conventions peculiar to typical classical writing;
- to read good literature with increasing ease and understanding, in class and in private, aloud and silently;
- to see good literature as a source of pleasure;
- to see that classical literature reflects classical civilization;
- to view classical literature as a cultural base for current Canadian ideals and values;
- to study classical literature as a model worthy of emulation;
- to express the realization of this new awareness through spontaneous comments and prepared essays and reports;
- to emulate, in an experimental way, one or two genres studied in classical literature so as to explore and challenge their own creative abilities.

In planning the course, the teacher must allow for differing student abilities, interests, and backgrounds. In this way, each specific objective will relate to different students in different degrees. This imposes upon the planner the obligation of designing the course so that each student can find in it a few objectives worth striving for. This consideration is important at whatever age students encounter the planned program. Furthermore, there is no reason why classical studies materials cannot find a place even in special education programs, where course objectives impose a unique style on the teacher's methods, aims, and selection of materials.

The Medium and Materials for the Course

One cannot overemphasize the importance of choosing materials that will provide the best content, the most interesting mode of presentation, and the best organization for the course.

Approved student textbooks. Student textbooks for all courses must be chosen from those listed in *Circular 14*. When no textbook is listed (as is the case for classical civilization courses), the textbook to be used must be approved by a resolution of the board. A statement must also be made in the course outline to indicate what student textbook is to be used. The author, title, publisher, and cost of the book must all be given.

Teacher resources. These do not need to be selected from *Circular 14*. However, it is expected that teachers will give preference to materials produced and/or published in Canada.

Choosing a textbook and resources. The following criteria should be considered:

1. How thoroughly does the book or material serve the course aims and objectives?
2. How well does it suit the students' level of experience?
3. How well does it help the students to grow emotionally or intellectually?
4. How suitable is it to a continuous and sequential series of learning experiences?

To ascertain whether materials are still in fact available, it would be wise to write or telephone the publisher or distributor of the item sought before planning on using it in the course.

Ways of doing without a textbook. The following combination of resources and activities may be used instead of a single student textbook:

- occasional lectures by the teacher with as much illustration and questioning as possible
- films on all themes
- slides
- student reports
- presentations by guests from the school and the community
- videotaped programs
- the scheduled use of the school library and other resources
- a private collection of comprehensive materials
- class sets of various texts, each covering one or more areas of the course

Time Allotments and Content

Good course design includes careful planning related to the sequence of content material, the timing of units, and the time allotted for the various components of the course – all of which flow from the course's rationale, aims, and objectives.

Blocking time. The age of the students must be considered in determining the length of time to be devoted to a unit of study. Intermediate Division students generally function best within a period of three weeks to one month. Units planned for them should allow fifteen to twenty days for the completion of each topic. Senior Division students can comfortably handle a three-month theme. The end of each term can thus be made to coincide with the closing-off points of each theme. For students involved in five-month semesters, several days are usually set aside midway for formal evaluation.

The following is an approximate time distribution for a one-credit course in the Intermediate Division (the 110-hour minimum may easily be scheduled within 169 days). Nine course units may be distributed as follows:

first term – 56 days – 3 units (18 to 20 days per unit)

second term – 63 days – 3 units (20 or 21 days per unit)

third term – 50 days – 3 units (15 or 16 days per unit)

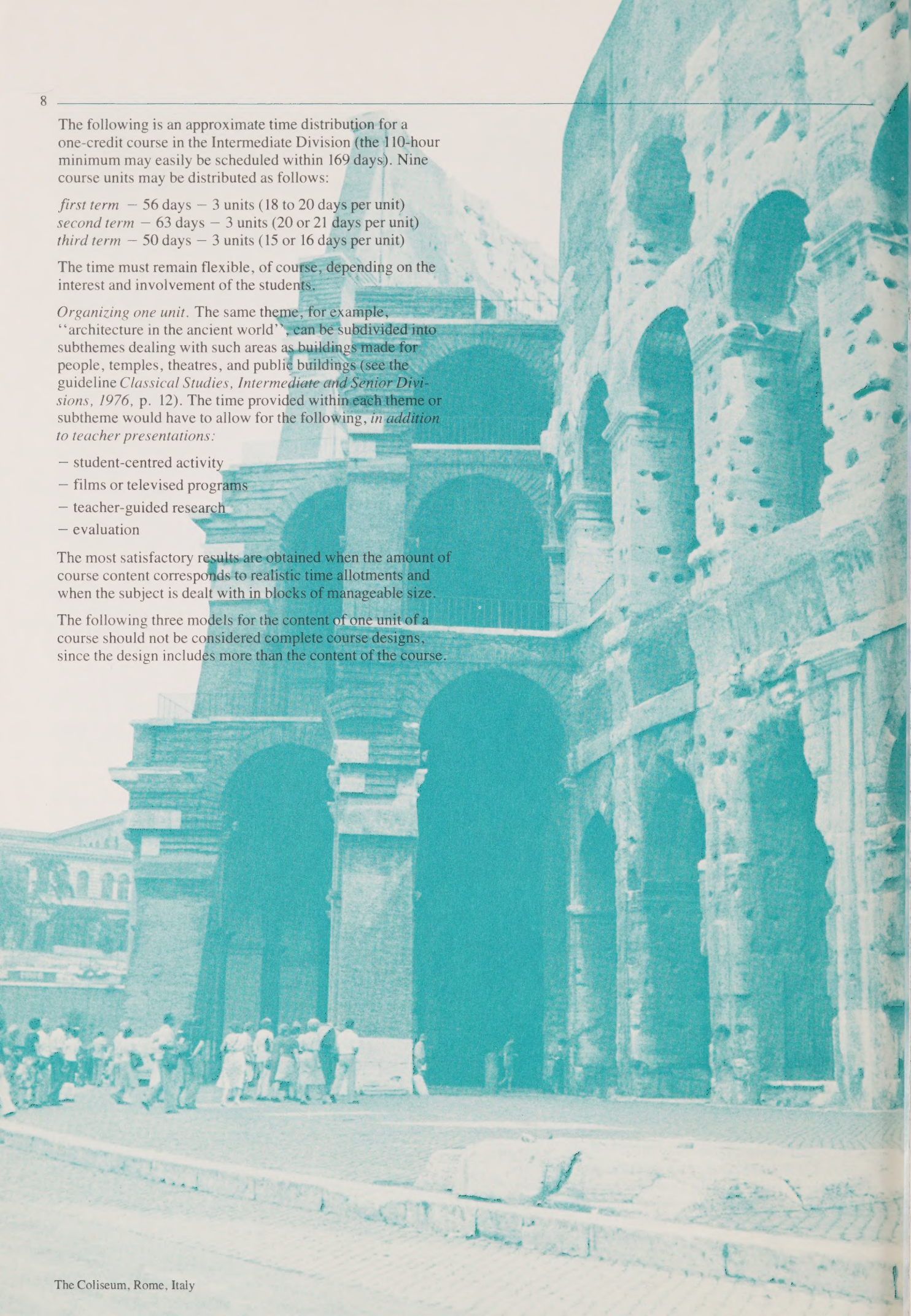
The time must remain flexible, of course, depending on the interest and involvement of the students.

Organizing one unit. The same theme, for example, “architecture in the ancient world”, can be subdivided into subthemes dealing with such areas as buildings made for people, temples, theatres, and public buildings (see the guideline *Classical Studies, Intermediate and Senior Divisions*, 1976, p. 12). The time provided within each theme or subtheme would have to allow for the following, *in addition to teacher presentations*:

- student-centred activity
- films or televised programs
- teacher-guided research
- evaluation

The most satisfactory results are obtained when the amount of course content corresponds to realistic time allotments and when the subject is dealt with in blocks of manageable size.

The following three models for the content of one unit of a course should not be considered complete course designs, since the design includes more than the content of the course.



Model A

A course calendar, such as this one, *never to be considered immutable*, might help some teachers get a better grasp of the course continuum and content.

Unit I: Architecture in the Ancient World

Objectives:

Textbook to be used:

Additional resources:

Day 1	Day 2	Day 3	Day 4	Day 5
Teacher lecture: – bird's-eye view of two ancient cities, Rome and Athens – the five most outstanding buildings in each city	Student research: – buildings where people could meet – buildings for government purposes	Student research: – private homes – apartment buildings – working places	Student reports on research projects	
Day 6	Day 7	Day 8	Day 9	Day 10
Class discussion: What problems that occurred in the ancient world have we tried to solve in our modern buildings?	Subunit: "Temples" Student research: – architectural variations in Rome and Athens – functional structure of temples: purpose of specific structural elements; influence of Greece and Rome on modern buildings		Student reports on research (including available slides)	
Day 11	Day 12	Day 13	Day 14	Day 15
Teacher lecture: "Roman and Greek Temples", as related to the social functions of religion	Student essay on "Modern Social Functions of Religion", as paralleled with ancient times	Student activity: – model-building: (a) a Roman temple (b) a Greek temple and/or – research: Where did the building materials come from? Where and how were the builders trained?		
Day 16	Day 17	Day 18	Day 19	Day 20
Subunit: "Public Buildings" (Acropolis, Forum) – slide presentation – teacher lecture on building uses and sites	Student research: – Who paid for public buildings? – What are the modern equivalents of these public buildings? – How are modern public buildings financed (paid for)?		– Film: <i>Athens: The Golden Age</i> (Encyclopaedia Britannica Films, n.d.) – Recapitulation of theme "Architecture in the Ancient World"	Test: opportunity to relate ancient world to present-day situations

Model C

This is a simple paragraph format incorporating the same information as Model B. Each subsection is dealt with in a separate paragraph.

This type of planning has the following advantages:

- 1. Deadlines for the year (essays, quizzes, oral reports) are made known to students from the beginning of the course.
- 2. All films required can be booked for the best possible dates.
- 3. Guests and visitors may be informed well in advance as to the purpose and optimum time of their visits.
- 4. The teacher has the maximum time for lesson planning and resource acquisition.
- 5. Supervised work periods can be allotted at the most useful times.
- 6. Student resource needs may best be assessed, anticipated, and satisfied.

No single ordering of the components in a unit’s sequence is necessarily the best. The planner will have to use his or her own judgement, based on experience and perhaps even reasonable guesses, in order to establish a valid sequence. It may be possible or even preferable to leave some of the finer planning until it is required later on during the school year. The course will be subjected to *thorough scrutiny during and at the end of the year*, so that any serious miscalculations of time, pacing, sequence, methodology, and expectations *can be adjusted for the next year*.

Evaluation of Student Achievement

The course design should project some modes for evaluating student achievement and the degree of success the teacher has had in attaining the course objectives. It would be desirable for the course outline to contain a reasonably detailed analysis of how the students’ grades for each term are to be calculated.

Students might well be provided with copies of this statement early in the school year. It may be no more than a scheme like the following:

Class participation (quality responses, significant contributions to discussions)	20 per cent
Major assignments (one per term)	50 per cent
Minor assignments (several per term)	30 per cent
	100 per cent

Or it may fill an entire page, setting down how each term’s mark is to be made up, with explanations for oral-report evaluation criteria, examination policy, and so on. In any event, it is best to make these decisions before the course starts and then to use them impartially. If they prove impractical or misproportioned, adjustments can always be made; however, a clear evaluation policy should exist from the beginning of the course. This is even more important if more than one teacher will be teaching the course.

The intention of evaluating the effectiveness of the course should also be stated in the course design. More details may be found on evaluation procedures on page 16.

Classical Studies, Intermediate and Senior Divisions, 1976, is not complete in itself. Resources are listed in a separate, similarly designed publication entitled *Classical Studies Resource List*. An advantage in having a separate publication for resources is that, while the guideline should serve Ontario teachers for many years, the resource list can be revised and reissued periodically as new materials become available and as the interests and needs of teachers across the province become more evident.

Copies of *Classical Studies Resource List* are available free of charge to any teacher from the nearest regional office of the Ministry, or from: Senior and Continuing Education Branch and Elementary Education Branch, Mowat Block, 900 Bay Street, Toronto M7A 1L2.

At present, the entries in the resource list are limited for the most part to the needs of the Intermediate and Senior divisions. Therefore, this list provides less help for teachers in the Primary and Junior divisions. Some resources are given for these teachers in the resource guide, however, and other ideas will be found later in this section of this document.

Items useful to a teacher planning courses under Part B of the guideline are found on pages 8 to 35 of the resource list.

The final page of the resource list gives the names and addresses of Ontario distributors of audio-visual materials. Books cited in the earlier sections of the list may be obtained directly from publishers, or through the Canadian agents for foreign publishers. The names of Canadian agents may be obtained by consulting the school librarian or the public library in the community.

Selecting Resources

In the assembling of resources the cardinal ideas of the course must first be satisfied. Where a text is employed, the text itself will be the chief resource. The selection of a text involves the spending of hundreds of dollars, and its use monopolizes a majority of the student’s time and attention in the course. The choice must, therefore, be the very best that can be made.

In language courses (those dealt with in Part A of the guideline), the choice can be made from a not-too-extensive list of options, each differing clearly from the others in aims, objectives, and basic methodology. In a new non-language course, however, the teacher will have more criteria to satisfy, because, in all likelihood, the teacher will be planning a course that (unlike a language course) has not been taught thousands of times in other classrooms. Thus, the desirability of one text over another may not be instantly apparent.

Some of the criteria by which to assess a text or resource include relevance, accuracy, suitability for the intended age level, compatibility with other resources, cost, durability, and availability.

Relevance

A relevant resource is one that contains only elements that serve the purpose for which it is being obtained and used. It may not be completely adequate in itself to cover the entire course or unit, but it is sufficiently complete that it will be used as the principal resource in its area. It might be a text, or a film that deals with the theme under study (a "keynote" film), or a study kit such as *A House of Ancient Greece* (see *Classical Studies Resource List*, p. 35). The benefit to students of a resource of this type may be gauged in terms of its cost, the length of time it is used by the students, the degree to which it serves the course aims and objectives, and the likelihood of its being useful for the same purpose in subsequent years in spite of possible minor revisions to the course.

A resource that is not relevant would include, for example, a filmstrip of which only eight or ten frames apply to a unit or theme of the course, or a book on coin collecting that includes only one chapter on the historical and current value of coins from classical antiquity.

Accuracy

Accuracy of detail is crucial. Once it is put into use, a resource has the teacher and students at its mercy. For this reason, it is imperative that every resource be examined carefully by the teacher before students are exposed to it. The teacher should ask publishers for copies of unfamiliar books far enough in advance of their anticipated use to permit sending them back if they prove undesirable or imperfect. Unfamiliar films should be booked for arrival at the school a few days before they are needed so that they may be previewed. Any mechanical resource should be tested before being offered to students so that valuable class time is not wasted in finding out how it works or that it will not work.

A lack of time and expertise may work against the teacher here. One cannot always find the time in a busy teaching schedule to preview materials adequately, if at all; and one must sometimes resort to materials whose accuracy cannot be judged from the information on hand. Some resources must be used before their usefulness can be assessed. In such cases, a teacher should perhaps go ahead and use a resource, observing carefully. If there are obvious inaccuracies or inadequacies in the resource, research projects may be assigned through which the teacher can assist the class to readjust any false impressions created by the resource. The class may learn a good object lesson in accuracy of reporting by having to amend in this way a resource that falls short of the mark.

If the teacher feels unqualified to attest to the accuracy of a resource, then a professional colleague (in the same school, in another school, or at a university) can be called on to offer an opinion. As well, many classical journals carry regular review columns of recent publications for this very purpose. Such journals as the following may be consulted:

— *Classical News and Views/Echos du monde classique*, published by the Classical Association of Canada and received automatically by members of the Ontario Classical Association;

— *Didaskalos*, Journal of the Joint Association of Classical Teachers, Blackwell's, Oxford, England;

— *Classical Journal*, *The Classical World*, and *The Classical Bulletin*, all available through the American Classical League, Miami University, Oxford, Ohio 45056;

— *Greece and Rome*, published for the Classical Association by Oxford University Press, 70 Wynford Drive, Don Mills, Ontario M3C 1J9.

The articles in these journals often apply to themes found in classical civilizations courses and have much to offer both teachers and students at the Intermediate and Senior levels. Another fine Canadian journal is *Cahier des études anciennes*, published by Les Presses de l'Université du Québec, C. P. 250, Succursale N, Montréal, P.Q. H2X 1L0. Although this journal does not normally carry book reviews, useful resources are cited in footnotes to the articles.

Magazines of a more general readership sometimes offer material of real value in this field. Teachers might well keep an eye on current issues of *Time*, *Archaeology*, *National Geographic*, *UNESCO Courier*, *Scientific American*, *Horizon*, and several European periodicals often collected by school resource centres. Better still, students can be encouraged to take on this task for themselves.

Even if a magazine publishes in a language in which the classical studies teacher does not feel confident, most such magazines provide plenty of good photographic material, and the articles (often written by experts) can usually be interpreted by some other member of the school staff or by members of the student body. Authors of such articles can usually be contacted by mail through the magazine for which they have written, if a teacher wishes to pursue an interest further.

Suitability to Age Level

The teacher will want to ascertain that resource materials are in fact suitable for the students for whom the new course is being designed. To this end, the *Classical Studies Resource List* includes, at the end of every item's annotation, the designation P, J, I, S, or T to suggest whether the item is best suited for students in the Primary, Junior, Intermediate, or Senior divisions, or for teacher use. The teacher may have to rely solely on personal judgement to decide on the suitability of materials acquired through other references.

The best test of all is usage. If the teacher remains sensitive to what students are capable of doing and what they are being asked to do, any difficulties they encounter with resources should come to light. There is nothing pedagogically wrong, however, with expecting students to use resources that challenge them to grow, as long as the students start with material that they can handle with some confidence. Moreover, the "differentiated reading assignment" technique makes it possible to use fairly difficult material by having weaker students complete only those questions that require primarily concrete and factual responses.

Compatibility With Other Resources

The teacher may consider employing resources that contribute, in a minor way, to the material provided by primary resources. Many resources may have one or two features that are very useful. They need not be rejected just because most of what they contain does not apply to the course. In fact, resources can be found where least expected. For example, in a unit on "Satire as a Social Corrective", the teacher may find a most effective starting-point in editorial cartoons or comic strips, or even in Mel Brooks's five-minute animated film *The Critic*. While such resources are not connected in any obvious way with classical satire, they offer certain features worth consideration: they speak the language of today, and so communicate directly with modern students; they exhibit many of the features of classical satire, and will provide a firm base for comparative study and cultural evaluation; and they create their effect with an economy of time and effort.

While filmstrips are often annoying because they fail to deal exclusively with one topic, none the less many offer individual frames that can be useful for particular needs. Some teachers prefer to cut up filmstrips and mount individual frames on suitably masked slides.

The teacher who has filmstrips on hand should attempt to key-reference individual frames into course outlines where they apply, so that, as the course unfolds, these frames can be incorporated into lesson plans where appropriate.

The same holds true for slides. For example, the Cambridge Latin Course materials include slides for all units. A large number of these slides can be used with certain topics found in classical civilizations courses, but the teacher will have to peruse the slides (and the descriptive annotations found in the correlated *Teacher's Handbook*) in order to select what is appropriate; then cross-referencing into the non-language course outline can be done.



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Cost

The question of cost, while not a pedagogical consideration, is one that must be dealt with. To ensure that tax dollars are not wasted, the teacher must attempt to apportion reasonably the funds on hand. In this regard, the principal can be a willing and experienced guide.

Some resources may be too expensive for a teacher to purchase on any single year's budget. Examples include slide/cassette kits (see *Classical Studies Resource List*, pp. 31-2), the kits listed under "Miscellaneous Resources" in the resource list (p. 35), and even certain costly books. The use of most of these resources would not occupy a significant amount of time in Senior level courses, although the kits listed on page 35 of the resource list could occupy an Intermediate level class for as much as a month. It is suggested that several departments within a school share the cost of such resources; or that the school's resource centre consider purchasing them; or else that the board agree to purchase them to have on hand for any school desiring to use them. One school at least has found the visual arts department eager to provide imitations of ancient pottery and demonstrations of the potter's craft specifically for classical civilizations students. The imitations are then available for students of art history and Latin to use at appropriate times in their respective courses. Sometimes importers will provide broken Greek vases, which students may reassemble.

The possible use of other budgets outside the classical studies area should also be investigated. For example, in schools where an audio-visual technician is available, the technician's department may have its own budget for making slides or overlays. Some boards maintain a learning resources centre, where dry-mounting or lamination of prints and photographs is done. A co-ordinator's department may be willing to purchase blank videotapes for the authorized copying and storing of televised materials of interest to several schools. These economies are all legitimate, and where they or others like them can be found, they will aid the planner in presenting an effective program at the least cost.

Durability

Most learning resources are not especially durable. They require care in their use and in their storage between uses. The teacher will wish to arrange for the purchase of the best materials that can be found.

Some budget may have to be set aside for storage facilities. For example, slides can be damaged by the abrasion of dust and by the chemicals found in the perspiration on fingertips. Slides should therefore be stored so that dust is prevented from collecting on them and colour dyes are protected from light; yet they should be easy to move into and out of the storage facilities. It may be advisable to store slides in the sort of closed metal case that opens out into a viewing tray. Some teachers prefer storing slides in a carousel or similar tray.

A most useful tool for any slide collection is a comprehensive catalogue. This takes time to maintain as additions are made to the slide collection, but it will save time once the collection has grown up into the hundreds. Presumably it will be desirable to label and identify each slide. As the new course progresses, the teacher may find it possible to attach to the course outline, or to assemble in a cross-keyed file, topic-by-topic lists of slide catalogue numbers that can be drawn on in subsequent years. These lists can save much labour and time. In addition, a 3"×5" data card can accompany each slide, giving students the possibility of studying and presenting the slides.

Books are fragile resources. Damage can render them useless. With today's high prices, the teacher will want to replace as few as possible. Hard-cover editions undoubtedly last far longer than do paperbacks. However, paperbacks have the advantage of allowing the teacher to purchase many more copies with the same budget. All books kept by the department for student reference should be stored properly and lent out only on the stipulation that they be properly handled. Although losses are bound to occur, a record system for lending can keep losses to a minimum if it is consistently used. Often, consultation with students can produce a fair and reasonable set of borrowing regulations that will give books the widest circulation with the least risk of loss. Interested, responsible students may be found who will help in the daily mechanics of record-keeping for a book-lending scheme. Book pockets and cards in a colour other than that used in the school's resource centre can be bought from library-supply companies.

Wall maps are often provided by suppliers on linen backing. Such maps are preferable to paper maps because they will last much longer. Similarly, photographs will survive many years of handling if they are laminated or dry-mounted.

Availability

If a book is out of print, there is no sense planning a course or unit around it. Teachers should also ensure that films desired for a course can be obtained when needed. (There is an optimum time for the use of any resource.) If a film is available only at cost, then funds must be found for it; otherwise, the film cannot be incorporated into the course planning.

The Ministry's policy is that, where equivalent resources available for purchase are manufactured both in Canada and abroad, materials of Canadian manufacture are to be preferred.

The teacher planning a new course should search out supply catalogues from every source available, notably the school librarian, and comparison-shop for learning resources of every kind. It is suggested that accurate records of budget, invoices, and inventory be kept from year to year. Not only may these records be required occasionally by administrative officials or the principal, but they will also serve the teacher as a record of past expenses so that a profile of budget needs for the future may be delineated. Such a set of records is also a handy source for the regularly needed addresses and telephone numbers of resource suppliers.

Primary and Junior Division Resources

The *Classical Studies Resource List* provides less help for teachers at the Primary and Junior levels. None the less, it does contain a number of listings suitable for these levels, which could be categorized under various headings. For example, some resources simply offer stories. Perhaps the most significant contribution of classical studies in the early formative years is in this realm. The Primary teacher will want to be aware of the following resources:

- Aesop. *Fables of Aesop*. Translated by S. A. Handford. Harmondsworth, Middlesex: Penguin Books, 1954.
- Haviland, Virginia. *Favorite Fairy Tales Told in Greece*. Boston: Little, Brown, 1970.
- *Myths and Legends of Ancient Greece and Rome*. Eyegate House, 1969. Distributed by Central Scientific Co. of Canada. 10 colour filmstrips, 5 cassettes.

The following resources will be useful at the Junior level:

- Cambridge School Classics Project Foundation Course. Folders I and II. *Troy and the Early Greeks; Gods of Mount Olympus*. London: Cambridge University Press, 1972.
- Creighton, David. *Deeds of Gods and Heroes*. Toronto: Macmillan, 1967.
- D'Aulaire, I., and D'Aulaire, Edgar P. *Book of Greek Myths*. Garden City, N.Y.: Doubleday, 1962.
- *Great Gods and Heroes*. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distributed by Educational Film Distributors. Audio record: 2 cassettes.
- *The Great Myths of Greece*. Encyclopaedia Britannica, 1972. Distributed by Visual Education Centre. Kit: 4 colour filmstrips, 4 records or cassettes, guide.
- Homer. *The Odyssey of Homer*. Edited by R. D. Wormald. The Heritage of Literature Series. London: Longman, 1958.
- *Icarus and Daedalus*. Sterling, n.d. Distributed by Marlin Motion Pictures. 16 mm, colour, 6 min.
- Murphy, Martin. *Stories from Ovid*. London: Oxford University Press, 1971.
- *Myths of Wonder*. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distributed by Educational Film Distributors. Audio record: 2 cassettes.

– *Orpheus and Eurydice*. Sterling, n.d. Distributed by Marlin Motion Pictures. 16 mm, colour, 6 min.

– *Splendour from Olympus*. EMC, 1971. Distributed by Marvin Melnyk Associates. Kit: 2 filmstrips, 10 cassettes, map, guide.

– *Tales of Adventure*. Mythology of Greece and Rome Series. Society for Visual Education, 1970. Distributed by Educational Film Distributors. Audio record: 2 cassettes.

– *Theseus and the Minotaur*. Kingscreen, 1970. Distributed by Holt, Rinehart and Winston. 16 mm, colour, 21 min.

– Wechsler, H. J. *Gods and Goddesses in Art and Legend*. New York: Washington Square Press, 1961.

Numerous other items cited in the resource list fall into the following categories: travel and other lands; living (including food, houses, athletics); plays; historical personalities; types of societies; and art. Many of the titles listed above could also be used to introduce young pupils to some ancient notions about religion.

The interested teacher will not stop here. The neighbourhood public librarian can offer further assistance. Some families may still have in their homes a Grolier Society children's encyclopedia entitled *The Book of Knowledge* (twenty volumes), which contains some material on classical antiquity. The Moyer Vico Corporation, through its retail outlets in many Ontario cities, provides a few useful resource, study, and activity materials in this area as well (see their catalogue). The Classical Service Bureau, 34 Butternut Street, Toronto M4K 1T7, publishes Canadian resource materials on all aspects of daily life and society in antiquity; a catalogue of titles and prices is available on request.

Finally, teachers designing new courses should remember that they also have as an invaluable, practical, and willing resource — several dozen Ontario secondary school teachers of classical studies who have already built, and are effectively presenting, classical civilizations courses at various grade levels. The names and schools of such teachers can be obtained by calling the regional offices of the Ministry of Education. Visits to the classes of these teachers can usually be arranged through the principals of the schools at which these courses are being presented.

Evaluation Procedures

Evaluating Student Achievement

Some observations have already been made on the topic of evaluating student achievement. It has been pointed out that this process must be anticipated in the careful planning of a new course, and that it must be controlled by direct reference to the rationale and objectives of the course. A full study of student evaluation is found in *Evaluation of Student Achievement: A Resource Guide for Teachers* (Toronto: Ontario, Ministry of Education, 1976). Its bibliography contains 102 items (books and articles) and is almost completely annotated. This resource guide probably contains everything the teacher requires for formulating reasonable achievement criteria and methods, and for pursuing specific aspects of evaluation.

Evaluating the Course

Course evaluation is necessary so that the teacher can determine to what extent the course has justified its rationale and achieved the aims and objectives set for it. The following questions may well be asked towards the end of the first year of the new course: Was the teacher's time profitably spent? Was the expenditure in dollars justified? Should the course run for a second year? The following are six possible ways of appraising a course.

Diary

On a daily basis the teacher might record (in diary fashion) his or her answers to such questions as the following:

- What was the objective for the day?
- Was the method appropriate?
- What other methods might have been used?
- Was the resource material effective?
- Was the available time adequate for the planned activities?
- Were the activities in keeping with the objectives?
- Were the activities appropriate for the students in terms of their abilities, aptitudes, and age?
- Were individual differences recognized?
- Were values issues grasped by students?
- Was the lesson properly integrated into the course?
- Was lesson planning adequate?
- Was the planning flexible enough to permit some modification during the lesson?
- Were the anticipated concepts formulated by the students?

The experienced teacher automatically keeps these questions in mind, more or less, as every lesson develops. It may help every teacher in evaluating a new course, however, to write these questions down (along with any others that occur to the planner). Over the period of, for example, a month, the teacher should then grade each day's lesson on a rough scale, such as O, S, U (outstanding, satisfactory, unsatisfactory). These grades can then be used to improve future lessons, provided that proper reference is made to them. Here is an explanation of how the grading can be done:

O — These lessons were very successful. They can be recorded in an anecdotal résumé on filing cards. Specific features that contributed to the lessons' success should be noted. For example: "The illustrations of architectural models from the *Encyclopaedia Britannica* were well received," or "The general questioning about 'people places' led to student questions about availability of construction materials."

S — This designation also indicates success, and these lessons should be summarized as described above. The features identified should be gathered into a separate paragraph in the month's-end analysis and used as a resource for future teaching.

U — These lessons presented some difficulties in terms of aims and objectives; either planning was inadequate, or some difficulty was not adequately handled. The tracing of any of these features into a profile over subsequent days indicates weaknesses in the planning for the course (method, activity, level, material, expectations, objectives) or perhaps in the teacher.

Of course, no teacher has the time to pursue an evaluation scheme like this indefinitely. As its use grows into a habit, the teacher will find that each day the weaknesses and successes become more evident, and the formal checking-off process can eventually be abandoned as a daily routine. Nevertheless, it is important that some regular thought and observation be undertaken concerning the course's success, although it may not be necessary after a short while to maintain a written record of these deliberations.

Term or Unit Review

An end-of-term or end-of-unit summative review of the course's progress could be set up. Questions similar to those given above could be applied to the entire term or unit. An evaluation of student-evaluation strategies and methods can also be included. The summative review could include impressions and data furnished by the students themselves and could be the result of any student-evaluation processes.

This evaluation procedure might take an hour or longer. Such evaluation time is well spent, however, when the benefits to be gained are taken into consideration.

Decisions would next have to be made on what to do about any inadequacies or failures of the course noted during the progress of the term or unit. Do they suggest that time allotments, objectives, or materials should be altered? What methods are not working well and why? How can they be amended? What misunderstandings of particular students have come to light? How can they be rectified? What needs of particular students are not being met? How can they be met from now on? What concepts have failed to crystallize? Can they still be striven for and in what ways? What resources have worked as anticipated, and what resources need reassessment or discarding?

The next step would be to survey the next term or unit to be covered and to decide how the answers to the above questions will affect the planning and implementation of the lessons ahead. Any adjustments should be specifically noted so that their efficacy may in turn be evaluated at the end of the next stage of the course.

Conferring With Colleagues

The teacher might choose to confer with a colleague to discuss course evaluations and to ascertain their implications. A colleague in this instance would be another teacher teaching the same course, the department head or division chairperson, the principal, a subject consultant or co-ordinator, a teacher in the same general field at another school, or a superintendent or his or her deputy.

The outcome of this conference might be a radical alteration (even a redesigning) of the course or a modification of lesser magnitude. The rationale, aims, and objectives of the course, as stated in the course outline, should be used as constant standards.

Student Opinion

A detailed questionnaire might be distributed among the students enrolled in the course. The questionnaire would be designed to poll their opinions on how their expectations of the course have been met (in enough detail to be useful), where they think the course is and is not making sense, their impressions of methods and teaching strategies, their notions on evaluative techniques and strategies, and their judgements on the adequacy of resource materials, time allotments, and course balance.

These opinions might then be tabulated and their implications weighed. The results could also be discussed with the students and with one or more colleagues. If this exercise is undertaken seriously, with the obvious intention of bettering the course, student response for the most part will be just as serious.

The Annual Review

At year's end, the teacher may decide to revise the course. Beginning with the rationale and working through all aspects of the course, every concept (stated or implied), every method, every strategy, every resource, every adjustment or change, and every expectation should be tested, weighed, and evaluated. The purpose is to find out whether, in fact, the course must be totally redesigned or merely modified. (It is unlikely that no change at all will be required.) Such a review might take one or two half-days or longer.

Evaluating a Grade 13 Experimental Course

If the course authorized by Part B of the classical studies guideline is being presented at the Honour Graduation-level, the Ministry will, from time to time, require of the principal a comprehensive, analytical evaluation of the course. This statement will accompany the regular application for reapproval, as was mentioned earlier.

Proper forms for an "Evaluation Report of an Experimental Course" may be provided by the Ministry's regional office to the teacher through the principal. The report is studied by both board administration and Ministry personnel. The deadline for its presentation is somewhat flexible, depending on the local board's needs. However, the school should allow the Ministry at least six weeks to respond to the report before notice of reapproval is needed for local implementation of the course (which starts with advertising it as approved for the next year).

The following questions must be answered in the report:

— *Methods and personnel*. What methods of evaluation were used? What personnel were used?

— *Rationale*. To what extent were the interests and needs of the students who took the course actually met? What changes, if any, were made to accommodate student needs as they emerged during the year?

— *Aims and objectives*. To what extent did the course achieve its aims and objectives? What changes, if any, were made in these as the course proceeded? What changes are intended for next year? How many students enrolled in the course? How many dropped out? How many successfully completed the amount of work required for the credit value of the course (or are likely to by the end of the course)?

— *Course content*. How much of the content was actually covered? To what extent was the sequence and percentage of time allotted for each unit appropriate? How much was the difficulty of the content of the course adjusted to suit the needs and abilities of the students? What changes in content, if any, are suggested for the following year?

— *Methods of instruction*. Which methods worked best for the various units of the course? What changes, if any, are suggested in order to achieve the aims of the course? To what degree were different methods used for different students?

– *Affective results.* To what extent did the course influence the attitudes, values, and interests of the students?

– *Cognitive results.* To what extent did the students develop the expected skills? How successful was the course in developing a knowledge of specific facts and an understanding of the relationship among them?

– *Psychomotor results.* To what extent did this course achieve the expected student development?

– *Texts and resource materials.* How effective were the text and resource materials? What changes in these materials should be made for the following year?

A section following these questions is to be used for recording teacher comments (additional information and opinions not included elsewhere), and for the signatures of the principal and specific administrative personnel.

The Teacher's Self-Evaluation

The purpose of this section is to suggest criteria by which the teacher of a new course, authorized by Part B of the classical studies guideline, may evaluate his or her own achievement as the planner and teacher of the new course. The obvious time for self-evaluation is during the progress of the course. Teachers who adopt a method of course evaluation similar to that outlined above might choose to evaluate formally their own achievement at the same time.

Evaluating the Daily Lesson

Daily evaluation, or some other fairly frequent form of evaluation during the term or year, will involve the teacher in considerations such as the following:

- Was the teaching/learning appropriate and effective?
- Has the relevance of the day's lesson to the overall theme been as clearly grasped by the students as I envisioned it?
- Was I alert to make necessary on-the-spot adjustments in emphasis, techniques, lesson development, and questioning practices?
- Was the visual aid I used successful? Should it be discontinued when I give the course again because I cannot use it effectively?
- Was the lead-in to the day's lesson appropriate?
- Did the day's lesson succeed in meeting the aims and objectives set out in the course design, or is some compensation in a subsequent lesson required?
- Did the pace of the lesson render it impossible to complete the unit or theme in the planned time without seriously adjusting time allotments elsewhere in the course? If so, what are the implications of this necessity (in terms of this lesson, subsequent lessons, the balance of the unit)?
- Was the lesson (a brand-new experience for these students) presented as significant for the students and integral to the course?

Evaluating a Unit or Semester

Less frequently, the teacher of a new course must answer questions of a different sort:

- Were student assignments for the term (unit) of value, or should any of them be eliminated in the future?
- Were student evaluations based on criteria relevant to the course?
- Was the planned amount of work actually covered? If not, what is to be done about it? In retrospect, was the planned amount of work unnecessarily large?
- What improvements in reporting techniques can be considered?
- What improvements can be made in the acquisition of resources?
- Where help is needed, to whom should I turn? Should this help be sought immediately?
- Has every student been treated as an individual?
- Have communications with parents been instituted where desirable?

Evaluation at the End of the Course

At the year's end, the teacher-planner might wish to repeat the questions suggested already, and even add others such as the following:

- Were all the course objectives achieved?
- Wherever they were not achieved, was teacher performance the deciding factor?
- What strategies must be altered for a subsequent year?
- What resources must be changed?
- What modes of student evaluation should not be used again? What modes should be added?
- Have the students' age level and degree of sophistication been respected?
- Is a change of teacher desirable?
- What features of the text were not adequately exploited?
- Did the course "make sense" to the students?
- Has the course or its manner of presentation unnecessarily inconvenienced anyone in the school?
- Have appropriate measures been taken to ensure adequate and fair evaluation of the course?
- What measures can be taken immediately to ensure a smooth beginning for the next year of the course?
- Has all necessary purchasing for the next year been initiated?

Overlapping of Existing Courses

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For the planning teacher or a teacher engaged in the process of evaluating an existing course, it may be useful to suggest some criteria by which to weigh and judge overlapping.

- If overlapping occurs, it should only be in an area essential and germane to both courses. In this case, its removal from either course would be deleterious to the course's impact, and its retention would conform with the rationale, aims, and objectives of both courses.

- An area of overlapping should be capable of treatment from the two differing viewpoints of the departments and teachers concerned.

- The content in an area of overlapping should carry enough inherent interest so that most students would not object to covering it twice for different purposes.

- The necessary difference between the two modes of presentation should be clearly understood by the teachers, and clearly delineated for the students.

- If the work is to be presented to students of different age groups, the levels of difficulty should vary in the courses that have overlapping content.

- Both departments should agree to the overlapping.

- In the principal's opinion, the duplication should be justifiable.

- The integrity of the credit value for each course should be preserved.

- The duplication should add to the students' educational experience through interdisciplinary programming.

- The presentation of the respective viewpoints should be so designed as to avoid confusing students or involving teachers in mutual contradictions that are left unexplained.

- As little time as possible should be spent in essentially duplicating the effort of teachers and students.

- The strategy of presentation should not involve the respective classes or departments in a conflict over the availability of resource materials.

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Developing a Comprehensive Classical Studies Program

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For whatever reasons a teacher plans a non-language classical civilizations course based on Part B of the classical studies guideline, it may turn out that a second or even a third course is possible and desirable within the school's curriculum. This may present the planner with a new kind of problem.

In all likelihood, this eventuality will occur only in a secondary school, for a number of reasons. First, there are very few teachers who have specialized in the classics field and are teaching at a level below the upper Intermediate level (Grade 9). Teachers at levels lower than this work in schools that, by their very nature, may not have room for more than one course in classical studies. Teachers at the Grade 6 level or lower will certainly not employ this guideline for the purpose of implementing entire courses, but rather for suggestions for designing course components or units that may range in scope all the way from a single story from antiquity (requiring no more than twenty minutes' time) to a two-week or one-month component dealing with a classical studies theme that is part of a much broader context (such as the journeys of Julius Caesar or Alexander in a social sciences course on world explorers).

Consequently, the teacher who is likely to plan a second or third course based on Part B of the classical studies guideline is probably working at a school in which one or other of these five combinations of grade levels are taught:

- Grades 6, 7, and 8 (senior public or middle school)
- Grades 7, 8, and 9 (junior high school or intermediate school)
- Grades 9, 10, 11, 12, and 13 (secondary school)
- Grades 10, 11, 12, and 13 (secondary school)
- Grade 13 only (Honour Graduation year)

Senior Public Schools

A planner at a senior public or middle school will not be designing both language and non-language courses, since Ministry policy does not presently permit either a Latin or a Greek course below Grade 9. A course introduced at this level must be based on Part B of the classical studies guideline. (This structure, naturally, does not preclude a teacher's use of the Latin and Greek languages as a means of broadening and deepening children's English-language skills at the lower levels.)

The classical studies teacher at this level might run a whole course and, in addition, either design and teach (or assist in the designing of) components that are part of other courses. In a particular school one might, for example, find a classical studies teacher presenting a course on ancient cities, such as Troy, Athens, Rome, Alexandria, Londinium, and, at the same time, advising and assisting in the development of course units on ancient buildings and Greek athletics. This would constitute a fairly strong classical studies representation at such a school. A classical studies teacher might also be prepared to suggest to other teachers in the school how an idea or two from classical studies could help to enrich existing programs in science, health, mathematics, history, or art.

Intermediate Schools

At the junior high school or intermediate school, new alternatives present themselves. This is because Latin may be taught as a language course at the Grade 9 level. Thus, the Latin teacher might present Grade 9 Latin *and*, in addition, a non-language course at the Grade 7 or Grade 8 level, *and* a course component based on the classical studies guideline as part of a third course.

The teacher may decide against teaching both a Latin course and a classical civilizations course at the Grade 9 level for fear of adversely affecting enrolment figures in the language course. Before running such a risk the teacher would want to consult very seriously with the principal. It is possible, however, that the two courses would attract different groups of students.

The planner has the choice of designing a program of courses that either complement each other or provide a strong contrast. For example, if a Grade 9 Latin course in a school employs as a text the *Cambridge Latin Course* (Stages 1-12 or 1-16), which presents a good deal of material on life in Pompeii and Roman Britain under the early Roman Empire, the teacher might very well decide not to base a Grade 7 or 8 course heavily on daily life in these same areas or in this era. In order to complement the Latin course, such a course might present similar material for other regions or cities of the Roman Empire. Or it might present a contrast with the Latin course by offering material from any other aspect of classical studies (e.g., religions, communications).

Where, however, a Grade 9 Latin course employs a different text (such as *Ecce Romani*), then a civilizations course based on life in Pompeii might be quite appropriate, and a different array of themes presents itself.

It is probably in the interests of both the Latin and the non-language parts of the classical studies program for the teacher in this type of school to consult with a classical studies teacher or department head at the secondary school that the students will enter in Grade 10. This liaison would ensure a smooth path from one level to the next for Latin students and an avoidance of conflict between the classical civilizations programs at the two levels.

Complete Secondary Schools

The complete secondary school (Grades 9 to 13) offers two broad, alternative patterns.

Most such schools offering Latin begin the Latin program in Grade 10. For this reason they have almost invariably avoided a classical civilizations course at the same level. The intention is to prevent the non-language course from draining off potential enrolment in the Latin course. Where Greek is introduced (usually in Grade 11), its first-year enrolment will also have to be considered. The following patterns indicate how a classical studies program of courses might be set up.

a)	9	10	11	12	13
Classical Civilizations	•		•	•	•
Latin		•	•	•	•

b)	9	10	11	12	13
Classical Civilizations	•			•	•
Latin		•	•	•	•
Greek			•	•	•

In either (a) or (b), the Grade 9 classical civilizations course should be very carefully designed as an appropriate foundation. It should provide solid cultural material illuminating the values of ancient societies, but the teacher will want to avoid duplicating material that will be covered later in the first year or so of either the Latin or the Greek course. Students at a later level do not want to “do all that again”. Nor should they have to. The field of classical studies offers such a breadth of material that no two courses need duplicate each other to any considerable extent.

An attempt might also be made to design classical civilizations courses at the upper levels that are as appealing to students of Latin as they are to students in general. Students who drop Latin at the end of one or two years may feel that they would like to continue work in the classics area; but, once again, they would prefer not to have to repeat the same thematic material that was covered in their Latin course.

As the classical studies program in a school grows, therefore, the planner will probably discover that changes of content in an existing course should be made to avoid duplication in a newer course. In this way, a good balance is maintained between courses, and the planner will not run the risk of being obliged by administrative personnel to discontinue a course because to some extent it appears to them redundant.

Some schools have chosen to begin their Latin program in Grade 9. Normally a classical civilizations course at these schools would not be offered before Grade 10. Depending on whether Greek is being offered as well, the comprehensive classical studies program developed at such schools would follow one of these patterns:

c)	9	10	11	12	13
Latin	•	•	•	•	(•?)
Classical Civilizations		•	•	•	•

d)	9	10	11	12	13
Latin	•	•	•	•	(•?)
Classical Civilizations		•		•	•
Greek			•	•	•

Note that, in both (c) and (d), it is possible that the school may not offer a Grade 13 Latin course, since the Grade 12 course is the fourth year in the Latin program and may constitute the Honour Graduation year in the subject.

Note also that, in (d), no Grade 11 classical civilizations course is offered, in order to encourage enrolment in the Greek program. In this pattern, the Grade 12 classical civilizations course could be carefully designed to extend the Grades 9 to 11 Latin course themes and those in Grade 11 Greek, with a view to picking up those students who may drop the language courses after a year or two.

Throughout, it will be the responsibility of the planner to avoid unnecessary duplication of any course taught by another department in the same school. On this matter, the reader is referred to the next section.

Secondary Schools in Which Classics Begin in Grade 10

In some jurisdictions in Ontario, Grade 9 students do not attend secondary schools. This means that the classics teacher cannot offer the foundation course before the normal Grade 10 introduction of Latin. It has also meant that teachers in these jurisdictions have faced a difficult problem over the years in introducing Latin to the incoming Grade 10 students in such a way that those who might like to study Latin know enough about it in time to enrol. Usually these teachers have delayed offering a classical civilizations course until Grade 11. This, however, is also the customary year for the introduction of the Greek program. Consequently, one of the following two patterns is adopted by teachers in these jurisdictions:

e)	10	11	12	13
Latin	•	•	•	•
Classical Civilizations		•	•	•

f)	10	11	12	13
Latin	•	•	•	•
Greek		•	•	•
Classical Civilizations			•	•

Teachers in such schools have found in the past that some approach to Grade 9 students at the feeder schools is necessary in order to introduce Latin as a subject to them. Such a scheme needs the co-operation of the principals concerned and often the active help of guidance personnel at the feeder schools. These students have no way of finding out about Latin from other students and from the program in their own school, as do those Grade 9 students who attend a secondary school. A classical civilizations foundation course could, however, be designed for a feeder school in such a way that it introduced the broad field of classical studies to Grade 9 students, and perhaps even gave them enough information about Latin to enable them to decide whether they should enrol in the Grade 10 Latin course at the secondary school.

Grade 13 Schools

Occasionally a school board has set up a school for the sole purpose of providing all the Honour Graduation instruction for students residing within its jurisdiction. Naturally, students in such a school will not represent as broad a cross section of abilities as one would find in a typical secondary school. Most of the students in a Grade 13 school represent, on the average, a higher degree of academic aptitude, interests, and skills than one may find in other schools. Consequently, programs for these students tend to be developed with particular objectives in mind.

The classical studies planner in such a school may find it desirable and possible to design more than one classical civilizations course at the Grade 13 level. *Circular H.S.1* (p. 6) limits the number of Honour Graduation courses based on Part A of the classical studies guideline to two one-credit courses in Latin and two one-credit courses in Greek (for a total of four one-credit courses based on Part A). No explicit limitation is placed on Honour Graduation-level courses based on Part B, "Classical Civilizations", because the Ministry, through its approval procedure, in effect controls whether more than one one-credit course for the SSHGD may be offered at any one school.

The planner introducing a classical civilizations course for such a school will want either to complement (without duplicating) existing Latin or Greek courses or to establish a non-language course that contrasts with the language courses. It may prove desirable, as planning proceeds, to redesign the existing language course or courses so that the comprehensive program being established creates a reasonable balance of themes and responses to student aptitudes and interests. It should be kept in mind that any non-language course being offered must be open to students taking a Latin or Greek course as well. Therefore, the non-language course should not be designed deliberately to discourage these students from enrolling.

The teacher planning any Honour Graduation-level course based on Part B must adhere to the following restrictions as stated in *Classical Studies, Intermediate and Senior Divisions*, 1976, page 8:

- literature in translation should be a substantial part of the course;
- primary sources should be stressed;
- an in-depth approach is required, and the number of units would therefore be limited.



Tombstone of a woman, Greek, 4th century B.C.

Medal made
by a student



With the publication of *Classical Studies, Intermediate and Senior Divisions, 1976*, the Ministry inaugurated a program of implementation support. This program has included:

- the preparation of a few visual materials (such as a sound-over-slide program) useful for meetings of teachers, trustees, and administrators who may wish to learn more about how the Ministry intends the new guideline to affect curriculum at different levels. These materials can be obtained for local use by contacting the nearest regional office of the Ministry;
- the present document;
- *Classical Literature in Translation*, suggestions for designing Senior Division courses in classics in translation;
- seminar opportunities for Ontario teachers, on which information is periodically included in the regular Ministry circular on professional summer courses;
- meetings with administrative personnel in all regions to explain the nature and implications of the new guideline and to encourage local response to the guideline in the form of implementation.

Some local officials have responded by establishing committees (sometimes including a Ministry adviser as an active member) for the purpose of deciding how the local jurisdiction might best implement the guideline at the various levels of instruction. One of the tasks that might confront such a committee would be to develop a smoothly functioning scheme for constructive, co-operative, and recurrent dialogue among teachers at all levels of instruction. Such a scheme would go far towards eliminating the difficulties outlined above, just as it would immeasurably enhance the impact of the new guideline on local curriculum policy and provide for the development of a balanced classical studies program across a school jurisdiction.

The Claudian Aqueduct



Many planners have found it desirable or even necessary to plan strategies and implement plans for informing the public about new or existing courses in classical civilizations. Different segments of the public may very well require different approaches.

Prospective Students

Students Within the School

The school's guidance department will be prepared to assist the planner in displaying printed material describing available courses. Such material might take on one of the following forms:

— *A periodical newsletter on programs and events in the classical studies area.* This is a project in which students themselves might assist very capably. Their enthusiasm for and interest in the subject will be valuable in arousing the interest of other students. The following topics might be included: information about upcoming field trips or student and teacher analyses of a past field trip; live theatre in the community that might relate particularly to the classical studies area; current exhibits at local museums, art galleries, or universities of interest to classical studies students; films being seen currently by students enrolled in classical civilizations courses; news on guest speakers in the subject area; news on reports being given currently by students enrolled in a course; details concerning seasonal trips to the Mediterranean area; reports by students who have returned from such a trip abroad; brief reviews of classical books available at local bookstores; information on themes that students enrolled in courses are currently studying; student evaluations of the progress and nature of their courses. Copies of the newsletter could be sent, as a matter of course, to the local superintendent of curriculum, to the principals and guidance teachers at feeder schools, and to parents. The regular channel of communication between administration and students should be used to publicize the newsletter within the school.

— *Handouts on courses being offered next year.* These would be expansions of the course descriptions included in the school calendar. They can be distributed through the guidance office or through the classics department, with the help of student volunteers. The handouts should be advertised through the usual daily medium of communication with students.

Such a handout should cover no more than a single sheet and should be written in a simple, direct style. It should assume that students (and parents) who may read it will know nothing about the subject. It should contain clear statements on such questions as the following:

- What is the course called?
- How many credits will the student earn? At what level can they be earned?
- To what sorts of student may the course appeal most? What language requirements (if any) would be desirable? (Virtually all courses in classical civilizations will require no facility in Latin or Greek from students, but it may be as well to state this explicitly.)
- What learning objectives are envisaged?
- What long-range advantages may result? (usefulness of the course as a background to other post-secondary studies, personal benefits the student may enjoy from having taken the course)
- What is the course about?
- What types of material will be used?
- How will student achievement be evaluated?
- What is the name of a person who can be contacted for further information?
- *A school assembly program.* The items on such a program could include: a skit based on a play being studied in a classical studies course; a panel dialogue (short) designed to elucidate some aspect of the classical studies program in the school or some current entertainment feature in the community (such as a museum exhibit) bearing on classical civilizations; a song or two, performed by one student or a group, relevant to classical studies or to one of the countries whose past is studied in classical civilizations courses; a speaker from a neighbourhood family or service who may wish to talk about life today in one of these countries; a film or slide presentation illustrating a recent student trip abroad to one of these countries; an interview with or address by a university teacher on the subject of classical studies for the teenaged student; a report from a recent archaeological expedition undertaken by local scholars; a short reading or two from ancient authors, featuring brief excerpts that speak directly to the modern adolescent.
- *An open house.* Students in classical civilizations courses might choose to open their classes for a day or two to visits from any students in the school who are free to attend. The program for such an event might consist of either regularly scheduled classes selected for their immediate interest and appeal to students not already enrolled in the course, or else a specially prepared class intended to introduce the course to other students in the school. In this way, these students will have a broadening experience that is otherwise unavailable; they might even choose to select the course as part of their program in a later year.

— *A week or several days during which a classical theme would influence all aspects of school life.* At one school a “Roman Week” was held. School corridors were named after streets in Pompeii; offices were labelled with amusing placards such as “Delphic Oracle” (the guidance office), “Jupiter Optimus Maximus” (the principal), “Jupiter Tonans” (the vice-principal), “Temple of Apollo” (the classics room), “Temple of the Muses” (the fine arts or literature area), “Temple of Dionysus” (the theatre arts area), and so on; classrooms were renumbered in the Roman system; the gymnasium was called *palaestra* and the pool *thermae*. The cafeteria was decorated with posters and large photographic enlargements of ancient sites, and a great temple portico (in cardboard) dominated the stage. Miles of handmade ivy tendrils climbed walls. During the lunch periods each day, a short film of general interest dealing with classical antiquities was shown in a large room adjacent to the cafeteria. One afternoon after classes a major Hollywood spectacular was shown to a ticket-buying audience.

The *thermae* featured public bathing every afternoon, attended by volunteer slaves (suitably costumed) who had been coached in the simpler methods of massage by the neighbourhood chiropractor, who had volunteered the instruction. Students were encouraged to attend classes in some form of ancient dress (not so difficult since the event occurred in late spring). Common features in classrooms around the school (clocks, windows, doors, scientific materials, book collections, lights) were labelled in Latin. The grand finale was a Roman banquet modelled loosely on Trimalchio’s dinner: several courses (cooked according to ancient recipes) were brought in one after another by suitably costumed “slaves” carrying great platters to guests sitting or reclining in clusters around the broad cafetorium floor. In the centre of the floor an almost endless series of entertainments (dancers, mimists, acrobats, singers, jugglers, balancing artists — all of them students) came and went, and not one person of the hundreds attending was not in costume (togas, tunics, stolae, sandals).





The dinner took two hours and a half and was talked about for years afterwards. The secret was meticulous preparation, almost all carried out by student subcommittees under the strict control of a student steering committee, which had final say on budget and expenditures. The subcommittees dealt with such jobs as the banquet menu and its preparation; the *thermae*; the co-ordination of the entertainment; the decorating of the hall, classroom, and cafetorium; publicity; film bookings; the movement of gym equipment; clean-ups; and "slave" co-ordination.

— A classics prize presentation at the school's annual commencement. Such an award (perhaps a book or monetary gift) to the student in the graduating year deemed most deserving can be a very fitting personal tribute by the classics teachers, and it will serve to signal to younger students and to the community that work in classical studies is taken seriously and is honoured at the school.

— A materials display organized by the library or resource centre personnel.



Students Presently Attending Feeder Schools

Visits to feeder schools. Such visits should be co-ordinated carefully through the respective principals and should draw on the active assistance of guidance or resource personnel at the visited school.

The purpose of the visit will have to be clearly determined. Is it to inform students about a course or courses they may elect to study the following year at the higher school? Is it to provide a glimpse for all students at the feeder school of what goes on in the classical studies program at the higher school? Is it to provide for visits among students of different age levels who may share a common interest in classical antiquities?

The organization of the time available for a presentation must be meticulously planned. The program should clearly present its theme to the student audience. Effects should be basically simple; the planner will have to remember that, because the program is not being presented on "home ground", problems may arise. The modes of presentation should be selected so as not to bore the audience. The attention span of the students should not be tested. Students should be used as much as possible in the planning and presentation of the program. If possible, students in the audience should be involved in an active as well as a passive manner.

Follow-up to the program may be effected through a handout such as that described above, which can be left with the students afterwards or even distributed to the homes in the neighbourhood along with the usual communications sent home by the feeder school from time to time.

Visits from feeder schools. Students from feeder schools might be invited to attend regular classes in the classical studies program (see the description of the open house above), or an assembly could be put on at which they would be guests of honour (see the description above). Alternatively, the occasion could be designed more as a social visit, during which younger students could find out from older students and from teachers what they might find of interest in the classical studies program. The occasion could be used by the resource centre staff to put on a materials display and a visual-resources demonstration for the visitors.

Parents and the Community at Large

An open house or "Classics Evening" can be given at the school for parents of students or prospective students. This program should be carefully designed to present, in a reasonably brief time, an overview of the classical studies program rationale and content; its aims and objectives; and concrete ideas on the value of these studies for students at their present stage in life and later. It may be possible to find funds to cover the cost of refreshments. The evening's program would have to be well advertised, and seating and viewing facilities carefully and considerately provided. Local newspapers and television and radio stations might be pleased to assist in spreading word of the upcoming program.

"News releases" to the various media in the community can be used to publicize classical studies. Can news stories and photographs of current activities in the classical studies program be used by media? Inquiries by the classics teacher may secure help from these agencies. They will be interested in "something happening". Often the media seem to report only on what seems to be wrong with our schools and their students. Perhaps, however, they would welcome more news on the good and productive things that go on behind the school's walls every day of every year. Classical studies has much to offer in this respect as well.

A classical studies program, or even a single course, has much of value to offer students. As well, the community as a whole benefits from its students' experiences.

The community should be informed of what students can accomplish in classical studies. It should also be informed of the wider benefits of these studies. An informed, interested community will add immeasurable strength to the teacher's achievement and aspirations, since it will respond with warmth and active support to a program whose relevance, worth, and appeal to students is clearly perceived. In this way, classical studies can achieve its ultimate rationale: it can have intense significance to people of all ages in our province who are interested in people, in meaningful learning experiences, and in growth built upon a clear awareness of what we have inherited from our common and most ancient past.

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